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ABSTRACT

The organizational structure of this manual parallels the evolutionary stages in school improvement--needs assessment, planning, implementation, and outcomes. The manual provides procedures for data-based management and includes within each section, sample instruments, data collection and analyses procedures, and questions for decision-making. The following exhibits are appended: (1) Climate Survey Score Card; (2) Climate Profile Sheets; (3) Mt. Diablo U.S.D. Staff Development Self Assessment Surveys; (4) School Vandalism Study; (5) School Needs Summary; (6) School Improvement Plans; (7) Request Form for Conference Attendance Workshop Evaluation Forms; (8) School Staff Interview: Levels of Use of an Innovation; (9) Year-End Process Summary Form; (10) Capsule Summaries of Site Activities; and (11) Curriculum Review Checklist. The responsibilities of both the central or district level staff and the school site level staff are defined in terms of evaluation of school improvement. (RL)

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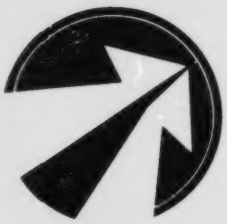

Project ADVANCE

EVALUATION MANUAL

MT. DIABLO UNIFIED SCHOOL DISTRICT

Developed Under a Grant from
The Elementary and Secondary Education Act, Title IV, Part C

Written by Bonnie Tenenbaum

Project Director
Dr. Harvey R. Wall

Project Disseminator
Joan Thisius

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INTRODUCTION

I

What is the purpose of this evaluation manual?

The purpose of this manual is to provide procedures for data-based management. Then, school improvement will be grounded in information which is physically observable and reproducible. Almost any citizen and professional educator subscribes to particular beliefs about schooling, and, it seems, many persons seek to advise principals and administrators. Often this advice reflects considered but heartfelt information. While affairs of the heart cannot be discounted, we maintain that empirical data provides better guidance for school decision-making than opinions.

Who is responsible for evaluation of school improvement?

Like every other aspect of this project, evaluation operates at two levels; (1) the central or district level and (2) the school site level. The role of the central evaluation staff is to

- provide evaluation tools
- analyze and synthesize data for needs assessment
- offer recommendations to sites by ranking data according to greater and lesser needs for planning school improvement
- review, verify and describe the quality of first, the planning and, then, the implementation processes
- display the attainment of outcomes of school improvement
- relay the progress of each of the above stages to the Board of Education

These activities are common to all participating school sites. In addition, technical assistance could be targeted to needs at particular sites. For instance, procedures to detect reduced vandalism or assess growth in an academic area, like science, by criterion-referenced tests could be made available upon request. Finally, the central staff tracked its own participation in developmental activities.

At the school site level the professional staff and site councils

- complete district-wide assessment tools and plans
- digest results and recommendations provided by the central staff to set site objectives for the school improvement plan
- determine evaluation procedures to assess objectives
- establish internal monitoring devices to obtain feedback about planning and implementation activities
- analyze the outcomes of school improvement activities
- relay the results to the parent body at large and to the central office evaluation staff

What sources of data can be used?

The sources of data can be as varied as the thirty-one schools which participated in the parent project over three years. Moreover, the project staff did not pay mere lip-service to process evaluation. Process indicators, like objectives in school plans, minutes of site council meetings, budget requisitions and attendance records, were scrutinized. The following chart illustrates representative sources of data for staff development:

Stages in Project Development	Sources of Data Common to All Sites	Unique to Sites (examples)
Needs assessment	School Climate Survey Teacher Needs Survey CTBS scores Proficiency & CAP results Needs Summaries	Departmentalized surveys - secondary level Site council priorities - e.g., vandalism CRT - criterion-referenced tests Delphi method
Planning	Site Council Minutes School Plan Application	
Implementation	Budget Requisitions Levels of Use of an Innovation Site Council Minutes Process summaries: Case studies	Requests for workshop or conference attendance Workshop evaluation forms Displays in school office
Outcomes	Enumeration Data: Level of Participation (District and Sites) Test scores Climate Survey	Specialized testing scores eg. writing samples Curriculum materials eg. survey of quality Frequency counts eg. percent of students mastering skills, reduced vandalism, voluntary participation, use of materials

Thus, all sites utilized some sources of data in common, allowing the district staff to obtain an overview of project implementation and effectiveness. At the same time, and in accordance with the premise of this project - - - personalized management - - - at each school site the Site Council and professional staff selected additional data to prioritize activities, supplemented common data with unique site needs, developed internal monitoring procedures, and, of course, produced diverse outcomes.

How can the data be used for decision-making?

As school improvement via staff development evolves through each stage, a set of decisions can be made. Making decisions, though, implies comparing and choosing among alternatives. Specific questions to stimulate decisions for each stage in the school imporvement process are supplied below.

The data for decision-making in this project are framed by two overarching comparisions: (1) Is growth towards enhanced staff development and school improvement evident at a school site over the course of several years? (2) Is progress in school improvement at each site reaching the target, achieved in the original, parent project?

How can this manual be used?

The organizational structure of this manual parallels the evolutionary stages in school improvement - - - needs assessment, planning, implementation, and outcomes. Included within each section are sample instruments, data collection and analyses procedures, and questions for decision-making.

NEEDS ASSESSMENT

II

The needs assessment stage includes four steps:

1. Collection of data across all participating sites (Climate Survey, Teacher Needs Survey and Test Scores)
2. Preparation of needs data upon request from particular sites
3. Presentation of Needs Summary to Site Council
4. Decision-making: Prioritizing needs for School Improvement Plans

Step 1: Collection of Data Across All Participating Sites

All participants complete a School Climate Survey and Teacher Needs Survey. Achievement in basic skills, reading, language and mathematics for two testing cycles (fall to spring or year to year) for grades 3 and 6 is charted, too, because compentency in the basic skills constitutes a current priority.

EXHIBIT A

School Climate

Survey

Notice that teachers, parents and secondary students give two ratings on a scale from one to four. One scale is for "what is" (perceived) and one scale is for "what ought to be" (desired). The amount of discrepancy between the two scales will indicate which topics (eg. respect, trust, varied learning environments) should receive priority in school improvement plans. (Note: Reliability and validity for this survey were established at the original site. If such information is required for your local boards or sponsoring agency, please request it.) This survey is administered to all professional staff at each site and 1/4 of the parents and secondary students. (The one-fourth sample is selected randomly by placing the parent names on slips of paper in a hat and

drawing the names, if a school population includes several clusters of ethnic names. If a school population is homogenous, every fourth name in the school registers may be used.) This Survey may be given to Site Councils, also.

The Survey should be given in September and May during the first year of the project. The greatest improvement registers in the first year, and this cycle captures it. During subsequent years it may be given once a year in May for year to year comparisons. If a school has a high turnover rate among parents or staff, administration of the survey should still occur in September and May so that the data reflect current needs and growth within a school year.

Experience suggests the survey can be most efficiently given to staff and secondary students in a large group. Expect 2 - 3 weeks turnaround time for mailing it to and receiving it from parents. Each site principal may want to include a cover letter, explaining its purpose. Each year one or two parents at a school may call with questions about its use. As school improvement is made visible to the parent body, fewer questions arise.

The same parents are post-tested so don't throw away your list of respondents.

The School Climate Survey can be scored by two different methods - by hand or by machine. The latter is preferable, because once the data processing program and printout capability exists, subsequent administrations are simple and inexpensive. Information about this method may be secured from the data technician in the parent project.

The hand-scoring method, like the machine-scoring method, involves obtaining an average for each group of participants, on each cluster of items within the larger categories of general climate, program determinants, process determinants and material determinants for the two rating scales ("what is" and "what should be").

First, a large chart, like a bookkeeping ledger sheet, is prepared with each of the 48 items arranged in clusters. The numbers from 1-25 represent

HANDSCORING CHART

Site: 79th St. School

Group: Teachers

Cluster: Respect/Trust	WHAT IS					WHAT SHOULD BE				
	1	2		25	AVG.	1	2		25	AVG.
ITEMS:										
1.	3.2	3.7	. . . .	3.8	3.3	3.9	3.8	. . . .	4.0	3.8
2.	2.5	3.2	. . . .	2.9	2.9	3.5	3.8	. . . .	3.2	3.5

each respondent in one group (parents, teachers, students) at one site. In the sample above, the scores for Item 1 (3.2, 3.7, and so on to 3.8) and (3.9, 3.8, and so on to 4.0) are simply averaged by adding up all scores and in this case dividing by 25. The averages for each item are, then, averaged for a cluster; for instance, 3.3 and 2.9 and next, 3.8 and 3.5, are summed and divided by 2 (the number of items in the cluster). Thus, the averages for Cluster: Respect/Trust are 3.1 (What is) and 3.6 (What should be). The discrepancy is .5 for that cluster for the teacher group at 79th St. School. Next, one profile sheet is constructed for each group of participants at the same site. The asterisked clusters showed the greatest discrepancies and should be viewed as initial school climate needs. In general, discrepancies above .8 will be critical.

EXHIBIT B

School Climate

Profile Sheet

Finally, the profile sheets will accompany the Needs Summary to each Site Council.

2. Teacher Needs Survey

The second major needs assessment tool is the Teacher Needs Summary. This instrument was developed by a professional teachers' organization, and

EXHBIIT C

Teacher Needs

Summary

the items are more specifically keyed to instruction/curriculum/guidance needs and preferred types of professional development (conference, workshops, etc.) than those in the School Climate Survery. It is given once each year to all certificated teaching staff at each site and serves as additional input data. Unlike the Climate Survey, it is not used at the end of a school improvement cycle to assess growth, because it helps simply to rank order needs.

Again, a ledger sheet can be prepared to record the data. One mark for each item represents a teacher. Clearly, Item 1 is ranked most frequently

Teacher Needs Survey: Tally Sheet

Item:	Ranked 1 (High Priority)	Ranked 2	Ranked 3	Ranked 4	Ranked 5 (Low Priority)
1.	~~HHT~~	11	1		
2.		111	1	11	11

as a high priority, whereas Item 2 is regarded as a low priority. A quick glance at the Tally Sheet will enable the Site Council to perceive teacher-designated critical needs and desired methods for implementing staff development.

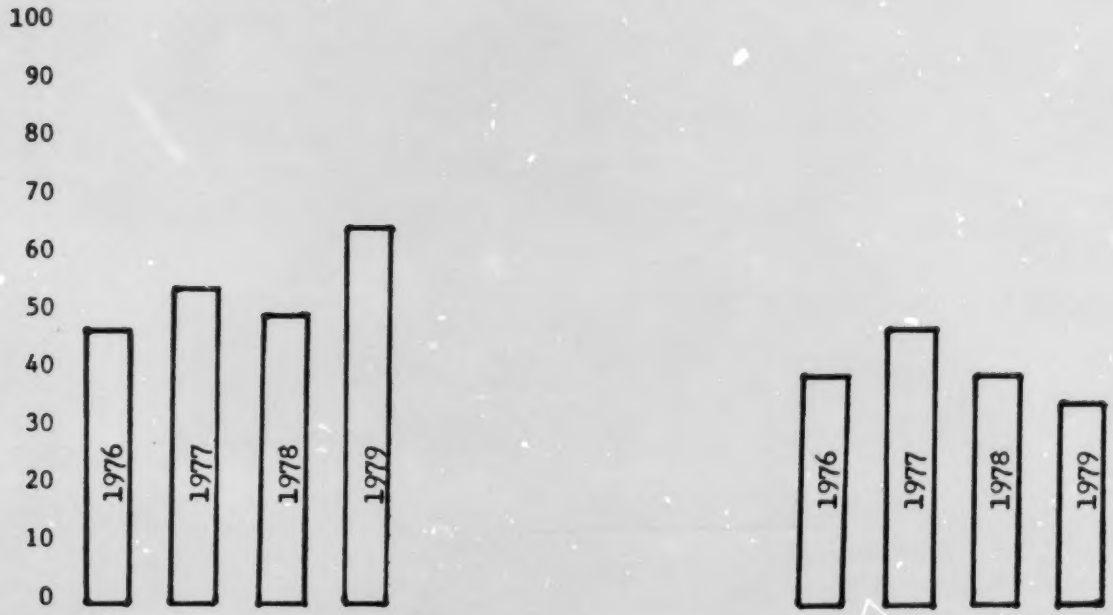
3. Standarized Test Scores

In Mt. Diablo a longitudinal study of growth in percentiles in basic skills (reading, language, and mathematics) for grades 3 and 6 over four testing cycles of the CTBS was prepared and included in the Needs Summary. Especially if percentile averages fall below the national norm (50th percentile), it was reasoned that, until a yearly, steady increment of 4-5 percentile points was registered, the curriculum areas of the basic skills should constitute at least one objective in a school improvement plan. Of course, a ceiling or maximum achievement for the percentile average could be reached and that level would be different for each site. In general, sites aim for the 60th - 70th percentile range. Determining the range for the ceiling can be made by district evaluation specialists and the Site Council.

Naturally, if percentiles are declining, considerable attention should be given to test performance. It could reflect a change in textbooks or teaching staff at grades 3 and 6. In any case, judgements should not be made hastily or without advice from an experienced evaluator.

Here is a sample format for displaying changes in student achievement.

Longitudinal Growth in Student Achievement
in the Basic Skills at 79th Street School
(Percentiles)



Reading, Grade 3 Reading, Grade 6

The data suggest that reading in the primary grades is approaching a ceiling, but another year's data should be scrutinized to verify such progress. At grade 6, though, performance is below the national average and seems to be declining slightly. Reading in grade 6 should be attacked by school improvement.

Step 2: Preparation of Needs Data Upon Request from Particular Sites

Since the purpose of this project is to tailor data-based management to

each site, Site Councils may request that data in a special area be gathered by central staff. In Mt. Diablo, such requests included vandalism, minimum competencies (eg. writing), familiarity of teachers with "Mainstreaming", secondary science, physical education, parent education, and so on. While we cannot illustrate such data exhaustively in this manual, some guidelines can be suggested:

1. Establish baseline data over a three-year period (if possible) to guard against minor fluctuations and to show strong patterns.
2. Enlist input from all Site Council constituencies for preparing measures or collecting data so that internecine conflict is avoided.
3. Treat each area as important, though only a few personnel are involved, so that data-based management is seriously accepted.
4. Collect data from more than one measure for each area so dependence upon one instrument is relieved.
5. Present results as "indicators" rather than definitive. These data functions as grist for a Site Council at this stage - - - not effectiveness measures.

Enclosed is a chart of data addressing school vandalism to illustrate the customized services. Vandalism was selected for display in this manual, because it is a difficult area in which to collect data and reflects school and community climate.

EXHIBIT D

Vandalism Study

The data allow one site to compare itself with others and to examine several indicators as well as longitudinal data. A committee of district and

school members with varying positions (teachers, custodians, counselors, administration, parents) designed the study with guidance from a skilled evaluation specialist in the central office.

At the secondary school sites, staff development was conducted along departmental structures. In order to redesign the science curriculum at one junior high, for instance, a survey was sent to all parents. It included 25 content and study skills for parents to rank order by importance.

The results were shared with the Site council and, then, two activities ensued: staff attendance at professional conferences for updating familiarity with science curriculum and preparation of a syllabus for the new course content. Since resources are limited, on the other hand, we recommend one or two specialized disciplines or topics per site. Another subject can be addressed in subsequent years. Incidentally, at two sites, specialized studies revealed that a needs area, as proposed by a Site Council for study, was not valid. One Site Council after deliberating the data accepted the finding. At the other site further investigation was requested. When the same results appeared, the Site Council was relieved and turned to another priority!

Step 3: Presentation of Needs Summary to Site Council

After the needs data are collected and sythesized, a Needs Summary is prepared and forwarded to the Site Council for their deliberation by the central

EXHIBIT E

Needs Summary

office staff. (Prior to this event, though, be sure that the Site Council has

received training for facilitating its responsibilities (see Management Manual)). Notice that the recommendations indicate possible critical needs, but they are not phrased in terms of "musts" or "shoulds". The task of the Site Council is to digest the data and make decisions about objectives for school improvement.

Step 4: Decision-making: Prioritizing Needs for School Improvement

The Site Council now has data for managing school improvement. The data indicate some areas of critical needs, but the following list of questions can also assist decision-making:

1. Do the data indicate areas of need that are inter-related? On the School Climate, for instance, clusters appear in categories. Does one category contain the highest needs? Within categories respect/trust may be close to cohesiveness. Could one objective address both needs? Compare reading and language. Are both areas of verbal skills in need of improvement?
2. Is there a difference between teacher, parent, and student needs? Could the difference in parent involvement in the school prior to this project account for a discrepancy? Should the discrepancy be resolved through better communications or should it be included in the improvement plan?
3. Is there mutual understanding of terminology, such as pupil self-worth?
4. Within the constraints of budgets and time, which needs can be fully addressed on a short-term basis and which require long-range planning?

5. Which and how can local resources for staff development be used to address a need? Some needs could require long-distance expertise and might be better postponed, while others could utilize district resources.
6. Which needs would result in objectives with a "lasting" impact and which would reflect temporary improvements?
7. Which needs require total school articulation? Which needs could be met by cultivating on-site (in-home) expertise?
8. Is it important to select needs that also match district (eg. feeder schools), state or federal priorities?
9. How will the identified needs influence other aspects of school programming?
10. How might the history of staff development and school improvement at your school be influencing the data?

Your questions:

11.

12.

13.

After a selected set of critical needs has been culled from the data, the planning process begins. We will return to these data, though, in the "outcomes" section in which criteria for meeting needs are given. Then, you can return to review your needs assessment and internally evaluate the effectiveness of the Site Council decisions.

PLANNING SCHOOL IMPROVEMENT

III

The planning stage contains three steps:

1. Participation in School Improvement Activities: Enumeration Data
2. Preparing a School Improvement Plan
3. Decision-making: Evaluating Potential Success of a School Plan

Step 1: Participation in School Improvement Activities: Enumeration Data

We recommend that all participants keep track of their involvement in staff development activities beyond the school site as well as at the school site. Since such participation will begin as plans are being prepared, we have included this step here to preserve a chronological construction of the data. (Central office staff would probably choose to track their activities, too.) Usually, such activities will occur throughout the year and involve building representatives, teachers, parents and managers.

The following chart is recommended for tracking on-going staff development activities:

ENUMERATION DATA

Activity	Date	Position of Participating Personnel	Length of Activity	No. of Site Participants	Total No. Hr.(Length X No. Part.)	Cost
1. District Management Meeting	Oct.13	Principal		1	2	
		Resource (or) Lead Teacher	2 Hrs.	1	2	In-kind
2. Site Council Training	Oct.12-13	Principal	14 Hrs. (2 Days, 7 Hrs. each)	1	14	
		Resource (or) Lead Teacher		1	14	
$342.35						
		Teachers		3	42	
		Parents		2	28	
3. In-Service: Reading Consultant		All Staff at 79th St. School	4 Hrs.	19	76	$150.00 (minimum day)

These data could be requested by the Board of Education and/or Site Councils to demonstrate management's committment to and involvement in staff development.

Step 2: Preparing a School Improvement Plan

While several formats for school improvement plans have been devised during the last ten years, we recommend the form in Exhibit F. These samples have been chosen to indicate diversity within each plan and differences between the elementary

EXHIBIT F

School Improvement Plans

and secondary levels. Furthermore, the relationship between each component in the plan is clearly indicated. Budget items, for instance, are linked to objectives. Finally, the language would be understandable to most readers.

During this stage several questions from Site Councils were raised. First, what is a legitimate (legal) objective for staff development? A policy in Mt. Diablo was established that funding for capital equipment or student library materials did not constitute staff development. A minimum purchase of professional references was approved but most objectives involved training, workshop attendance, observation of colleagues, or preparation of new curriculum materials. Secondly, to what level of specificity should activities be explained? It was suggested that location, length of time, type of impact upon students and persons or resources involved be mentioned. As the samples show, such detail is not burdensome if the activity has been thought through. Thirdly, should evaluation measures be elaborate (criterion, dates for administration, significance levels, etc.)? Since most Site Council members

lack evaluation training, these ingredients were suggested: the name of the measure, a standard for comparison (eg. longitudinal growth at the site, norm group for standardized tests), a numerical amount (frequency, holistic scoring for writing, CRT scores) or a written (observable) product or record rather than "satisfaction" as an outcome. (We also required that at least one objective for staff development incorporate a measure of student growth.) Finally, what items should be supplied in the budget description? Most districts have accounting procedures for purchase orders, and that information would be included in the budget description.

Step 3: Decision-making: Evaluating Potential Success of a School Plan

Before a school plan for school improvement receives endorsement, evaluating its potential success should occur. These questions could guide your decision-making:

1. Is each component in the plan clearly linked to every other component (needs, objectives, activities, evaluation, budget)?
2. Do Site council minutes reveal that participation in planning was equally distributed among members?
3. Are target dates and assignment of responsibility for implementation (activities) realistic?
4. Does the scope of the objective realistically match the budget?
5. Has the Site Council established dates for progress reports?
6. Are existing resources being utilized so the wheel is not being reinvented?
7. Does the actual written plan match the informal discussion and expectations of the planners?
8. Are informal contingencies available in case a particular consultant is not available?

9. As appropriate, are administrators, teachers, specialists, and parents slated for training?

10. Is it clear how each staff development activity will enhance student growth even though the immediate or short-term impact may reach adult staff or parents first?

11. Are decision-making parameters (roles, responsibilities, actions) clear to all participants?

REVIEWING IMPLEMENTATION OF SCHOOL PLANS

IV

Reviewing the implementation of school plans occurs at two levels:

Level I: Review of Implementation by Participants at Each Site

Level II: Review by Central Office Evaluation Staff (or off-site evaluators)

In this latter review some comparisons with the parent project can be made.

Level I: Review of Implementation Activities by Participants at Each Site

Each site could determine its own internal review devices. Three samples have been included here for your review.

EXHIBIT G

Request for Workshop/Conference Attendance, Workshop Evaluation Feedback, Display for School office

1. Request for Workshop/Conference Attendance

The two critical items on this form are rationale for attendance and potential impact upon students. While off-site conferences can revitalize a sense of professionalism among staff members, foreknowledge of the conference program and, therefore, possible benefits to students at a particular site are important to examine. Moreover, stating expectations and follow-up can help focus the more valuable sessions.

2. *Workshop Evaluation Feeback*

This form was used for district-wide as well as site activities. Since a halo effect can influence these responses, satisfaction should be expressed at a high level (85% of participants rate activity as very beneficial).

3. School Office Display

We recommend this devise so that staff and parents can easily view the types of activity, level of participation and proposed follow-up in the full plan. NA all interested staff or parents will be involved in every activity and such a chart supplies a continuous update of major events (see also numeration data in Chapter III).

Level II: Review of Implementation by Central Office (off-site) Evaluation Staff

Four assessment tools can be used for reviewing implementation by the central office evaluation staff (If such is unavailable, we recommend an off-site evaluator.). Data collection was initiated at each site as closely as possible to the end of the school year.

1. Budget Expenditures

Procedure: The purpose of reviewing budget expenditures is to ensure that expenditures reflect the plan's objectives and, then, to convey that accountability to the Site Council. The extent of review depends upon the number of sites participating and the size of the allocation. In general, any purchase order over $100.00 should be checked and a small random sample of those under $100.00. Purchase orders for staff development typically fall within the $200 - $500 range so most can be checked.

Comparison to the Parent Project: After the budget review is completed a report to the Site Council, declaring that "all expenditures were applied to the stated objectives in the School Improvement Plan at _____School", can be issued.

Prior to this project at Mt. Diablo the prevailing strategy for professional renewal was attendance at short courses/semesters at universities. A range of sums for the local major universities per teacher hour was established and contrasted to involvement in this project. If appropriate, you could easily show the range in your local area. In the parent project staff development activities during which consultants came on-site proved one-half as expensive as university courses (including release time or substitues for teachers) and conference attendance was 75% the cost. Production of curriculum materials cost the same as university courses, but the visibility of a product for students to the Site Council could offset the cost (see Management Manual).

Decision-making: If an inappropriate expenditure was made, the Site Council may want to take action. In most cases, though, the Site Council could initiate informal discussion about the cost-effectiveness of expenditures. Of course, this discussion would occur after effectiveness measures have been obtained. We raise this issue here, though, so the "cost" term in cost-effectiveness is not overlooked. No particular rules seem to be available to evaluate cost-effectiveness, but these suggestions may assist your decision-making:

1. Were in-service training or workshops arranged so that most staff could participate or that the participant relayed the training to the full staff?
2. Did consultants aim for your needs or was their assistance too general?
3. Were cost-saving devices, such as, sharing motel rooms at conference and minimum days, used?
4. Were alternative strategies and services (consultant fees, on-site vs. off-site, telephone vs. visit) explored and

"homework" completed before activities were finalized?

5. Did the staff development activities meet the stated objective and produce the expected outcome (see next section)?
6. Would the same activities be repeated if special funding were not available?
7. If the project were implemented over two years, is cost-effectiveness greater during the second year?

2. Site Council Minutes

Procedure: At each site, a log was maintained of Site Council Minutes. These minutes were inspected twice each year, and the following items checked yes or no:

1. Were all constituencies and community groups represented with parity?
2. Was attendance above 75% at most meetings?
3. Was a consensus or vote taken on plan objectives and major activities?
4. Did participants report progress to the Site Council at least twice and provisions made for recycling school improvement?
5. Did 75% of the Site Council enter the discussions (or did a few members dominate)?
6. Were tasks set and accomplished for each monthly meeting?

Comparison to the Parent Project: Criterion 1 was met at the first Site Council meeting. Criterion 2 was met consistently at three-quarters of the sites. Criterion 3, 5 & 6 were met by the third meeting (after training in conducting effective meetings) (Site Councils at 10% of the sites were reconstituted, because some members did not accept the rules.). Criterion 4 was fully met by the end of the first year.

Decision-making: If the proceedings of the Site Council are not meeting the criteria, we recommend that a management decision be made to provide more training to the members and, if necessary, to contract with an expert facilitator.

3. Levels of Use of an Innovation

Procedure: This assessment (developed by Loucks, Newlove and Hall at the University of Texas) tracks the progress of implementation of any innovation from the preparation stage to routine usage to integration into regular programming and, finally, to the stage of renewal or recycling. The Levels of Use was selected for this project because it could be used at any site, regardless of the content of the school improvement plan.

EXHIBIT H

Levels of Use of an Innovation

Three teachers at each site were randomly selected for the twenty-minute interview by the evaluator. The responses of the teachers to the questions at each site were similar and, taken together, could be fitted to one of the levels shown on the chart. The level was assigned to each site by an off-site evaluator and displayed in the end-of-year evaluation report.

Comparison to the Parent Project: By the end of the second year of implementation 10% of the sites had reached the stage of preparation, 20% routine use, 10% refinement, 40% integration and 20% renewal.

Decision-making: Clearly, professional renewal and school improvement takes time! The Management Manual encapsulates suggestions that will enable you to accelerate the process by benefitting from our experiences. Nevertheless, intervening and unanticipated forces such as, financial

cutbacks, will slow the progress. If relative stability has been reached, then, these questions can aid your decision-making when implementation seems stalled at the stage of routine use:

1. After staff began to implement, were opportunities for peer observation and support made available?
2. Was it understood that training activities were intended to produce change in students that staff could observe and explain to others?
3. Was the relationship of school improvement activities to other aspects of school programming clarified?
4. Were follow-up activities to analyze and revice newly acquired instructional strategies?
5. Were incentives for continuous staff development (acknowlegement by peers and supervisors or renumeration) built into the original plan?

4. Year-End Process Summary

Procedure: At the close of each year the building supervisor completed a year-end process summary for synthesis across all sites by

EXHIBIT I

Year End Process Summary + Quality Charts

the Central Staff and for reporting to each Site Council.

Comparison to the Parent Project: The purpose of the summary across sites is to encapsulate and describe the school improvement activities. Therefore, no overall criterion for evaluating the worth of activities across the sites was established. At each site, however, the following

criteria could be applied:

1. Do the evaluation measures show that stated needs were met (see also next section on outcome)?
2. Were activities clearly specified and completed on schedule?
3. If products were the major outcomes, are they completed and available?
4. Was the strategy for staff development coherent (or a potpourri)?
5. Does the process summary match the school improvement plan?
6. Do the reported changes in staff skills reflect the premises of this project?

The answers should be yes!

Decision-making: The effectiveness of implementation processes must ultimately be viewed in the light of the outcomes. It is time to shift gears, because our methodology for making decisions about the value of the implementation processes involved working backwards from the outcomes to the processes. Maintaining as objective an eye as possible, each Site Council assembled the outcome data (next section) and then reviewed the implementation process. Go forward, then, to the next section.

EVALUATING THE OUTCOMES OF SCHOOL IMPROVEMENT THROUGH STAFF DEVELOPMENT

V

The outcomes of school improvement through staff development can be compared formally to two standards: progress over time at each site and progress obtained in the parent project. Two groups of data have been used. The first group includes data which most sites would collect, namely, school climate, standardized test scors, and enumeration data. The second group of data includes outcomes, specific to each site.

Group I: Evaluating Outcomes Across All Sites

Step 1: Review the Climate Survey

Procedure: Repeat the procedures detailed in the Needs Assessment Section for conducting the post-test of the climate survey. For each site list only the 3 - 4 clusters of needs, identified by the Site council for incorporation into the school plan. Use this table to display progress:

The Amount of Gain on Critical Dimensions of School Climate

Name of School	Critical Dimensions	Discrepancy Between "What Is" and "What Should Be"		
		Fall	Spring	Gain (Fall-Spring)
Yosemite Valley	Opportunities for Input	.60	.35	.25
	Cohesiveness	1.10	.55	.55*
	Individualized Student Performance Expectations	1.43	1.03	.40*

* Statistically Significant Change (t-test)

In general, any reduction (gain) of the discrepancy between perceived (what is) and desired (what should be) rating over .35 will be statistically significant. Our validity studies indicate that such a level of statistical significance is also educationally significant, because school climate has been improved.

To examine longitudinal impact (progress over time, say two years) repeat the procedure but add the reductions on gains. Now, however, any cumulative gain over .5 would indicate that the project itself (rather than other miscellaneous influences, such as halo effect) is contributing to improved school climate.

Comparison to the Parent Project: After one year 60% of the prioritized, critical needs showed statistically and educationally significant gains. After two years 80% of the prioritized needs reached the significance level. These gains could be summarized by the central staff for all sites and forwarded to each Site Council or the Board of Education.

Decision-making: If improvement in critical needs of school climate approaches the criterion in the parent project, the attention of the Site Council can turn to other needs data for a new cycle of school improvement. If progress is much less than expected, the Site Council could review progress to make decisions about future directions. For instance,

1. Was there a close correspondence between school climate needs and staff development activities?
2. Do the steps and decisions made during the implementation stage explain the absence of growth (see Chapter IV)?
3. Did some major but unanticipated event (changes in staffing, for instance) turn the project off-course?
4. Was the project managed well?
5. Should these critical needs be pursued further?

Step 2: Review Standarized Test Scores

Procedure: Approximately 70% of the participating schools selected curriculum development and the behavioral complement of that objective, test scores, as a critical need (Others chose different measures to examine the effect of new instructional strategies.). The same procedure is repeated, as in the needs assessment, so that the graphs would be comparable.

Comparison to the Parent Project: An increase of the average percentile by 8-10 percentile points is regarded as the necessary amount to register the effect of a special project by eliminating normal growth among students, testing artifacts, and other influences. However, during one school year major changes other than this project may operate at a site. Other categorial projects or entitlements or changes in texts or staffing could produce growth in standardized test scores. Therefore, it is crucial that any increased performance be attributed only to the impact of this project (ie. participants - - - both adults and students - - - were not simultaneously receiving funding from several sources for activities linked to student achievement objectives).

Decision-making: Again, if the anticipated criterion is reached, the Site Council could turn to other priorities, while keeping student achievement in the basic skills on a back burner. Conversely, if the gain is less than what is expected, these questions could facilitate your decision-making:

1. Did the staff implement their new training with their students for a good seven months before testing occurred?
2. Was the content of the staff development activities and subsequent implementation congruent with thos particular skills measured on standarized tests?
3. Is the turnover in the school population so high that shortterm mastery tests would better capture increases in student skills than standardized, norm-referenced tests?
4. Were most staff development activities (60%) targeted to the skill area assessed on the test? Were diagnoses, materials, and instruction coordinated? Or, were the activities distributed over too many areas to strongly influence changes in students?

Step 3: Enumeration Data

Procedure: The method for recording the enumeration data was explained and illustrated in Chapter II (Preparing School Plans). Now the data can be aggregated (added) to show the amount of involvement by each group of site or central office personnel.

ENUMERATION DATA

	Year I		Year II	
Position	Number of Participants	Number of Hrs. for All Activities	Number of Participants	Number of Hrs. for All Activities
Teacher				
Building Supervisors				
Parents				
Aides				
Curriculum Spervisors				
Coordinators/Directors				
Superintendents				

Comparison to the Parent Project: Each year of the project the number of hours for involvement for each group of participants at the site and district level almost doubled, although the size of the allocation was the same. This multiplier effect was attributed to increased volunteerism and institutionalization of the project as enthusiasm grew.

Decision-making: If the level of involvement over a period of two years has not increased, review these aspects of your planning and implementation:

1. Were the participants committed to implementation or did they view it as "compliance"?
2. Were the staff stalwarts and leaders involved?
3. Were all personnel, including parents and aides, included actively or did they serve to rubber-stamps decisions?
4. Did the participants accept the incentives and rewards?
5. Did the principal or resource specialist or lead teacher smoothly coordinate the activities, assign responsibilities and seek extra training if appropriate?
6. Did the participants begin to generate their own spin-off activities?
7. Did participants stay on task and produce concrete instructional/guidance products?

Group II: Evaluating Outcomes Specific to Sites

During the needs assessment stage examples of data, prepared for particular sites, were supplied. The central office evaluation staff also assisted in collection of post-test measures. Although measures used at all participating 31 sites were diverse, the following three examples are representative:

1. Specialized Testing Scores: Writing Samples

Procedure: During the years of the project's development an increasing emphasis was placed upon obtaining minimum proficiencies in

writing. Rather than reinventing the wheel project sites utilized local resources (such as the Bay Area Writing Project and a manual prepared by the California State Department Office of Program Evaluation and Research) for procedures to gather data. We recommend, then, that you follow that approach. In this instance you would seek information about; (1) topics appropriate for certain age levels, (2) scoring rules and (3) levels of performance among students at sites with populations comparable to yours.

Comparison to the Parent Project: For most non-standarized measures we adopted the 80% rule of thumb. That is 80% of the students should show an increase of 80% in their mastery skill level, unless a ceiling is achieved.

Decision-making: Most site specific measures should be highly congruent with instructional methods, because they entail discrete mastery of skills. Consequently, if the 80% criterion is not reached, careful analyses of the implementation of new staff skills should be undertaken:

1. Did staff consistently and sufficiently implement the new instruction (80% increase)?
2. Did the new methods create confusion among staff or students, because they were not introduced gradually?
3. Did the new methods address needs of all students in a class unit so that 80% of the students could benefit?

2. Vandalism

Procedure: Since vandalism is symptomatic of a variety of school and community difficulties, a great reduction would not reasonably occur within a short period of time. Moreover, follow-up studies,

like that described in the Needs Assessment Chapter, were conducted for a two year period.

Comparison to the Parent Project: Different levels of improvement were predicted, depending upon the intractability of the difficulty at each site and upon the resources, allotted to counteract vandalism. While no hard and fast rules can be made, the range of improvement was established between 40-65%.

Decision-making: Until the rate of reduction seems well-established this issue could merit the on-going attention of the Site Council. The keep to decision-making is this instance are:

1. Are "reasonable" physical precautions and guidance strategies being planned?
2. Are all affected participants involved?
3. Have resources within the community been utilized?

Of course, with other needs data different decision guides would be used.

3. Preparation of new curricula.

Procedure: In many site plans new syllabi and curricula were designed to address the response to the survey shown in the Needs Assessment Section. Usually, two outcome measures were employed: (1) a standardized or criterion measure for students (see above in this section) and (2) a critique of the new curriculum by Site Council members.

The following checklist can be used to review new curriculum materials.

EXHIBIT J

Curriculum Review Checklist

Comparison to the Parent Project: The criteria for student progress has been offered above. Satisfaction with the new curriculum should range between 75-90% for 70% of the reviewers. This level was set, because few curricular changes will be accepted by all adults, especially until a period of time and strong student data has been amassed.

Decision-making: If the satisfaction level is lower than expected:

1. Were Site Council members able to view the new curricula in operation?
2. Were the long-term ramifications (employment/college) explained clearly?
3. Were the initial responses accurately interpreted and applied in the new material?
4. Did the new material meet the needs of the intended target group (eg. unmotivated students), though all such groups are not represented on a Site Council in any one year?

A Final Word

School improvement via staff development can be exhilarating as well as time-consuming. The use of data for decision-making at each stage can help steer staff development towards the rational end of the spectrum of beliefs about schooling. However, the data itself is a tool. And tools shape

communications, too. Data-based management can work - - - not because the data themselves are without limitations but because it lays the foundation for a common language among participants and encourages reasoned analyses.

EXHIBIT A

CLIMATE SURVEY
SCORE CARD

ADVANCE

SCHOOL CLIMATE PROFILE

SCHOOL _____ RESP. GROUP _____ PRE _____ POST _____ DATE _____ NO. _____

CARD 1

WHAT SHOULD BE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-

WHAT IS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-

ERASE COMPLETELY ANY MARKS TO BE CHANGED.

IBM 530569

SCHOOL CLIMATE PROFILE

SCHOOL _____ RESP. GROUP _____ PRE _____ POST _____ DATE _____ NO. _____

CARD 2

WHAT SHOULD BE

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-

WHAT IS

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-

ERASE COMPLETELY ANY MARKS TO BE CHANGED.

IBM 530569

EXHIBIT B

CLIMATE PROFILE SHEETS

ADVANCE

SCHOOL CLIMATE PROFILE

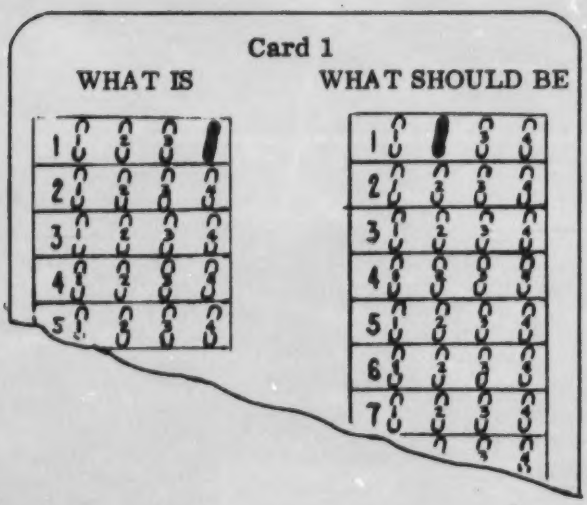
The answers to these statements will help us plan for school improvement. We would like everyone's opinion. There are no right or wrong answers. Just answer each statement according to the way you feel about it.

DIRECTIONS:

1. Use the two IBM cards provided. Card 1 is for statements 1-25 and Card 2 for statements 26-48. Do not fill in numbers 49 and 50 on Card 2.
2. Use a pencil and write on a hard surface.
3. DO NOT put your name on either IBM card.
4. Fill the bubble corresponding to the statement and answer numbers. Fill the bubble completely. Do not mark between bubbles or put marks anywhere else on the card.
5. The same statements are to be responded to twice. The first response reflects "what is," or how you feel about school the way it is now. The second response reflects "what should be," or how you would like the school to be.
6. Write additional comments you may have for school improvement on the back of this sheet.
7. Return the IBM cards and survey to school.

EXAMPLE:

	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
	1	2	3	4	1	2	3	4
1. Children watch TV.	—	—	—	—	—	—	—	—



My response to "What Is" is 4, 'Almost Always,' so I have darkened 4 opposite statement number 1. I feel 2, 'Occasionally' is "What Should Be," so I have darkened 2 opposite statement number 1 in the "What Should Be" column.

SCHOOL CLIMATE PROFILE

SUBCATEGORY	PART A: GENERAL CLIMATE FACTORS	WHAT IS				WHAT SHOULD BE			
		Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
		1	2	3	4	1	2	3	4
RESPECT/TRUST	1. Students are treated with respect by teachers.	—	—	—	—	—	—	—	—
	2. Students can count on teachers to listen to their side of the story and to be fair.	—	—	—	—	—	—	—	—
MORALE	3. Students feel enthusiastic about learning in this school and enjoy coming to school.	—	—	—	—	—	—	—	—
	4. Staff enjoy working in this school.	—	—	—	—	—	—	—	—
INPUT	5. I feel that my ideas will be listened to in this school.	—	—	—	—	—	—	—	—
	6. Parents are considered by this school as important contributors.	—	—	—	—	—	—	—	—
CONTINUOUS ACADEMIC AND SOCIAL GROWTH	7. Staff in this school are continually seeking ways to improve the educational program.	—	—	—	—	—	—	—	—
	8. The school program is appropriate to students' present and future needs.	—	—	—	—	—	—	—	—
COHESIVENESS	9. All staff work together to make the school run effectively.	—	—	—	—	—	—	—	—
	10. Students would rather be at this school than transfer to another.	—	—	—	—	—	—	—	—
	11. Staff would rather be at this school than transfer to another.	—	—	—	—	—	—	—	—
SCHOOL RENEWAL	12. Teachers and administrators have planned inservice education programs to support their own growth.	—	—	—	—	—	—	—	—

SCHOOL CLIMATE SURVEY - 2

			WHAT IS				WHAT SHOULD BE			
			Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
			1	2	3	4	1	2	3	4
SCHOOL RENEWAL (Cont.)	13.	Changes in educational programs are based upon the particular needs of this community and school.	—	—	—	—	—	—	—	—
CARING	14.	There is someone in this school upon whom I can rely.	—	—	—	—	—	—	—	—
	15.	The staff really cares about students.	—	—	—	—	—	—	—	—
		PART B: PROGRAM DETERMINANTS								
OPPORTUNITY FOR LEARNING	16.	This school places enough emphasis upon reading, writing, and mathematics.	—	—	—	—	—	—	—	—
	17.	Each student's special abilities (intellectual, artistic, social or physical) are challenged.	—	—	—	—	—	—	—	—
INDIVIDUAL PERFORMANCE EXPECTATIONS	18.	Students know the basis for the evaluation of their classroom work.	—	—	—	—	—	—	—	—
	19.	Performance expectations are tailored to the individual student.	—	—	—	—	—	—	—	—
	20.	Teachers use a wide range of teaching materials and media.	—	—	—	—	—	—	—	—
VARIED LEARNING ENVIRONMENT	21.	Students have opportunity for learning in individual, small-group, and classroom groups.	—	—	—	—	—	—	—	—
	22.	A student with special problems gets help.	—	—	—	—	—	—	—	—
FLEXIBLE CURRICULUM	23.	Students are given alternative ways of meeting curriculum requirements.	—	—	—	—	—	—	—	—

SCHOOL CLIMATE SURVEY - 3

			WHAT IS				WHAT SHOULD BE			
			Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
			1	2	3	4	1	2	3	4
FLEXIBLE CURRICULUM (Cont.)	24.	High School extracurricular activities and/or elementary enrichment activities appeal to all types of students.	—	—	—	—	—	—	—	—
SUPPORT TO LEARNER	25.	The school's program encourages students to develop self-discipline and initiative.	—	—	—	—	—	—	—	—
		BEGIN CARD 2 HERE								
SUPPORT TO LEARNER (Cont.)	26.	Students can get close supervision without feeling "put down."	—	—	—	—	—	—	—	—
RULES COOP. DETERMINED	27.	There are enough rules to run a good school.	—	—	—	—	—	—	—	—
	28.	Staff enforces the rules fairly.	—	—	—	—	—	—	—	—
VARIED REWARD SYSTEMS	29.	The staff lets students know when they have done something particularly well.	—	—	—	—	—	—	—	—
	30.	Staff members are recognized when they do something well.	—	—	—	—	—	—	—	—
		PART C: PROCESS DETERMINANTS								
PROBLEM SOLVING ABILITY	31.	People in this school solve problems; they don't just talk about them.	—	—	—	—	—	—	—	—
	32.	If I have a school-related problem, I feel there are channels open to me to get the problem worked on.	—	—	—	—	—	—	—	—
IMPROVE GOALS	33.	I can have a say in the development of this school's goals.	—	—	—	—	—	—	—	—
	34.	This school has set goals as a school for this year, and I know about them.	—	—	—	—	—	—	—	—
	35.	Goals of this school are periodically reviewed and updated.	—	—	—	—	—	—	—	—

SCHOOL CLIMATE SURVEY - 4

			WHAT IS				WHAT SHOULD BE			
			Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
			1	2	3	4	1	2	3	4
WORK WITH CONFLICTS	36.	In this school people with varied ideas or values get a chance to be heard.	—	—	—	—	—	—	—	—
	37.	This school believes there may be several alternative solutions to most problems.	—	—	—	—	—	—	—	—
EFFECTIVE COMMUNICATION	38.	Teachers are available to students who want help.	—	—	—	—	—	—	—	—
	39.	Parents can get specific information about their child.	—	—	—	—	—	—	—	—
	40.	Staff members and parents freely discuss problems and ideas with one another.	—	—	—	—	—	—	—	—
INVOLVEMENT IN DECISION MAKING	41.	I have influence on the decisions within the school which directly affect me.	—	—	—	—	—	—	—	—
	42.	Teachers are involved in deciding priorities in their programs.	—	—	—	—	—	—	—	—
		PART D: MATERIAL DETERMINANTS								
ADEQUATE RESOURCES	43.	There are sufficient staff in this school to meet the needs of its students.	—	—	—	—	—	—	—	—
	44.	The instructional materials are adequate for our school program.	—	—	—	—	—	—	—	—
SUPPORTIVE LOGISTICAL SYSTEM	45.	Teachers and students are able to get the instructional materials they need at the time they are needed.	—	—	—	—	—	—	—	—
	46.	Staff work together in selecting and using materials.	—	—	—	—	—	—	—	—
SCHOOL PLANT	47.	It is pleasant to be on this campus; it is kept attractive and in good repair.	—	—	—	—	—	—	—	—
	48.	The school has adequate space and facilities for its program.	—	—	—	—	—	—	—	—

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

DIRECTIONS FOR ADMINISTERING SELF-ASSESSMENT INVENTORY

Important in any self-assessment is the atmosphere which prevails at the time of administration.

RECOMMENDATIONS:

This self-assessment is NOT to be given as a group project. However, all staff should receive the same directions at one time. DO NOT PLACE IN MAILBOXES OR HAND OUT TO BE TAKEN HOME. A brief period of information/discussion (5 - 10 minutes) should precede administration of the inventory and to provide an opportunity for questions.

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

NAME (Optional) _____

GRADE LEVEL _____

SUBJECT AREA _____

SCHOOL _____

PLEASE RESPOND TO EACH ITEM

I. INTERPERSONAL COMMUNICATION	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
1. Learning strategies for communicating to the community	1	2	3	4	5	
2. Communicating and interacting with parents	1	2	3	4	5	
3. Knowing when and where to refer student problems	1	2	3	4	5	
4. Developing strategies to successfully involve classroom assistants	1	2	3	4	5	
5. Initiating and building professional relationships with colleagues	1	2	3	4	5	
6. Resolving teacher/administrator differences in a positive and effective manner	1	2	3	4	5	
7. Other	1	2	3	4	5	
II. DEVELOPING PUPIL SELF						
8. Facilitating pupil self-concept and worth	1	2	3	4	5	
9. Facilitating pupil social interaction	1	2	3	4	5	
10. Instilling in the student the will to learn on his/her own initiative	1	2	3	4	5	
11. Other	1	2	3	4	5	

***Note - Self-Assessment Surveys revised 8-80

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

III. INDIVIDUALIZING INSTRUCTION	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
12. Assessment and selecting appropriate materials and activities for individualized instruction	1	2	3	4	5	
13. Creating and developing materials and learning options	1	2	3	4	5	
14. Implementing and supervising individualized instruction	1	2	3	4	5	
15. Other	1	2	3	4	5	
IV. ASSESSMENT						
16. Coping with the task of evaluating and communicating student progress	1	2	3	4	5	
17. Selecting and specifying performance goals and objectives	1	2	3	4	5	
18. Establishing appropriate performance standards	1	2	3	4	5	
19. Constructing and using tests for evaluating academic progress	1	2	3	4	5	
20. Involving students in self-evaluation	1	2	3	4	5	
21. Diagnosing basic learning difficulties	1	2	3	4	5	
22. Identifying students with disabilities who need referral or special remedial work	1	2	3	4	5	
23. Other	1	2	3	4	5	
V. DISCIPLINE						
24. Using methods of classroom discipline at appropriate times	1	2	3	4	5	

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
25. Maintaining classroom control without apearing as an ogre to students	1	2	3	4	5	
26. Identifying student attitudes as an aid to solving problems in and out of the classroom	1	2	3	4	5	
27. Other	1	2	3	4	5	

VI. DEVELOPING PERSONAL AND PROFESSIONAL SELF

28. Evaluating your instructional methods and procedures	1	2	3	4	5	
29. Developing or modifying instructional procedures to suit your own strengths	1	2	3	4	5	
30. Developing a personal self-evaluation method	1	2	3	4	5	
31. Developing a greater capacity for accepting others' feelings	1	2	3	4	5	
32. Other	1	2	3	4	5	

VII. ORGANIZATION FOR INSTRUCTION

33. Using alternative methods in school organization (e.g., multi-age grouping, continuous progress, open classroom, mini courses)	1	2	3	4	5	
34. Utilizing staff resources (e.g., team teaching, aides, flexible scheduling)	1	2	3	4	5	
35. Deciding on appropriate pupil-grouping procedures for instruction within the classroom	1	2	3	4	5	

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
36. Creating optimum physical environments for learning	1	2	3	4	5	
37. Managing classrooms in order to get maximum benefit	1	2	3	4	5	
38. Presenting information and directions	1	2	3	4	5	
39. Deciding which teaching technique is best suited for a specific purpose	1	2	3	4	5	
40. Using questioning procedures that facilitate learning	1	2	3	4	5	
41. Gearing instruction to problem solving	1	2	3	4	5	
42. Using multi-media	1	2	3	4	5	
43. Providing for reinforcement of basic skills	1	2	3	4	5	
44. Other	1	2	3	4	5	

VIII. FUTURE TRENDS AND ISSUES IN EDUCATION

45. Keeping abreast of developments in your own subject matter area	1	2	3	4	5	
46. Year-around schools	1	2	3	4	5	
47. Mainstreaming handicapped children	1	2	3	4	5	
48. Alternative education programs	1	2	3	4	5	
49. Vocational and career education	1	2	3	4	5	

TEACHER SELF-ASSESSMENT OF STAFF-DEVELOPMENT NEEDS

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
50. Teacher centers	1	2	3	4	5	
51. Professional retraining for future manpower needs	1	2	3	4	5	
52. Legislation affecting teachers	1	2	3	4	5	
53. Other	1	2	3	4	5	

345
12/15/80

DATA SUMMARY SHEET

LIST THE NUMBERS OF YOUR FIVE HIGHEST INTERESTS IN THE FOLLOWING ORDER:

	NUMBER	IMPLEMENTATION CODE
FIRST		
SECOND		
THIRD		
FOURTH		
FIFTH		

FOR EACH, INDICATE YOUR PREFERRED METHOD OF INSERVICE

IMPLEMENTATION CATEGORY CODE

W - workshop

G - informal group

CC - college/university course

P - individual project

V - visitation

O - other

EXHIBIT C

MT. DIABLO UNIFIED SCHOOL DISTRICT

STAFF DEVELOPMENT SELF-NEEDS SURVEYS

M E M O R A N D U M

October 10, 1977

TO: ALL MT. DIABLO SCHOOL DISTRICT CERTIFICATED PERSONNEL

FROM: MT. DIABLO DISTRICT STAFF DEVELOPMENT COMMITTEE

RE: TEACHER SELF-ASSESSMENT INVENTORY

The MDEA/U.C. Berkeley Professional Development Project for 1976/77 assessed teachers' needs and concerns regarding existing professional development opportunities in the district. Problems were uncovered and recommendations made. The first recommendation was the formation of a district-level committee of which a majority are MDEA members. The first task of this committee is to conduct a district-wide needs assessment for professional development so that future planning can be based on teachers' needs, interests, and goals.

This form acknowledges the fact that teachers will pursue professional growth opportunities in those "need" areas where they have a high level of interest. Therefore, this self-assessment inventory collects information on priority interest areas of teachers in the Mt. Diablo School District.

Demographic data such as name, grade level, and school are important so that common interests can be identified by district, school, and grade level. This information will help the committee plan, develop, and design professional development resources in an economical way.

The final column pertaining to experience attempts an identification of existing personnel resources in terms of expertise.

We realize that not all teacher needs and interests can be met. Therefore, we are asking you to prioritize those interests that you feel you want to pursue. In order to best serve your needs, the implementation categories at the end of this form list a variety of ways your interests can be pursued. Please indicate the method you prefer for each priority interest.

After the self-assessment data has been collected, processed, and interpreted, you will receive a summary. Specific school level information will be available through your site level representative.

If you desire more information regarding this project, your local building representative has a copy of last year's project report which includes recommendations that are being pursued in the 1977/78 project.

***Note - Self-Assessment Surveys revised 8-80

MANAGEMENT SELF-ASSESSMENT INVENTORY OF STAFF-DEVELOPMENT NEEDS

PLEASE RESPOND TO EACH ITEM

NAME _____

POSITION _____

I. STUDENTS	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
1. Planning and implementing effective and due process student discipline practice	1	2	3	4	5	
2. Managing effective mainstreaming of handicapped students	1	2	3	4	5	
3. Developing and maintaining student leadership systems	1	2	3	4	5	
4. Encouraging and maintaining positive self-image in students	1	2	3	4	5	
5. Other	1	2	3	4	5	
II. STAFF RELATIONS						
6. Organizing and conducting school site council responsibilities	1	2	3	4	5	
7. Managing affirmative action practices and policies	1	2	3	4	5	
8. Managing the District's contracts within Individual School Management System and Site Council	1	2	3	4	5	
9. Cooperatively planning budget with staff and council	1	2	3	4	5	
10. Organizing accountability processes for administrative personnel	1	2	3	4	5	
11. Organizing and maintaining accountability for District office personnel	1	2	3	4	5	

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
12. Managing personnel practices in marginally defined areas of contracts	1	2	3	4	5	
13. Organizing and facilitating teacher staff development programs	1	2	3	4	5	
14. Organizing and facilitating classified staff development programs	1	2	3	4	5	
15. Defining staff performance standards	1	2	3	4	5	
16. Refining shared decision making processes	1	2	3	4	5	
17. Defining administrator rights and responsibilities	1	2	3	4	5	
18. Other	1	2	3	4	5	
III. COMMUNITY RELATIONS						
19. Creating and maintaining relations with parent club and/or site council	1	2	3	4	5	
20. Organizing and facilitating community involvement in school programs	1	2	3	4	5	
21. Using community resources in planning and program	1	2	3	4	5	
22. Developing and using effective techniques in public relations	1	2	3	4	5	
23. Developing and using effective communication systems with community and parents	1	2	3	4	5	
24. Other	1	2	3	4	5	
IV. CURRICULUM AND PROGRAM DEVELOPMENT						
25. Planning and implementing AB 65 provisions in program improvement	1	2	3	4	5	
26. Developing and using needs assessment procedures	1	2	3	4	5	

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
27. Profitably using program evaluation processes	1	2	3	4	5	
28. Developing competency based course requirements	1	2	3	4	5	
29. Improving guidance and counseling practices	1	2	3	4	5	
30. Developing and using learning centers	1	2	3	4	5	
31. Developing and using effective instructional goals	1	2	3	4	5	
32. Developing and using diagnostic procedures pertaining to classroom interactions	1	2	3	4	5	
33. Other	1	2	3	4	5	
V. GENERAL MANAGEMENT						
34. Improving conflict resolution technique	1	2	3	4	5	
35. Improving plant and facilities management	1	2	3	4	5	
36. Developing and managing differentiated staffing organizations	1	2	3	4	5	
37. Implementing data-based decision making	1	2	3	4	5	
38. Organizing and using effective certificated staff evaluations	1	2	3	4	5	
39. Organizing and using effective classified staff evaluations	1	2	3	4	5	
40. Organizing and using effective administrative staff evaluations	1	2	3	4	5	
41. Finding and using procedures for improving school climate	1	2	3	4	5	
42. Finding and using procedures for improving personal climate	1	2	3	4	5	

	MINIMAL NEEDS				HIGH NEEDS	WOULD LIKE MORE INFORMATION BEFORE DECIDING
43. Developing management-by-objectives processes	1	2	3	4	5	
44. Improving time management procedures	1	2	3	4	5	
45. Developing and using simulation games for improvement of management skills	1	2	3	4	5	
46. Improving techniques for analyzing forces working for and against solutions to problems	1	2	3	4	5	
47. Improving group process technique	1	2	3	4	5	
48. Other	1	2	3	4	5	

4003

DATA SUMMARY SHEET

LIST THE NUMBERS OF YOUR FIVE HIGHEST INTERESTS IN THE FOLLOWING ORDER:

	NUMBER	IMPLEMENTATION CODE
FIRST		
SECOND		
THIRD		
FOURTH		
FIFTH		

FOR EACH, INDICATE YOUR PREFERRED METHOD OF INSERVICE

IMPLEMENTATION CATEGORY CODE

W - workshop

G - informal group

CC - college/university course

P - individual project

V - visitation

O - other

EXHIBIT D

SCHOOL VANDALISM STUDY

1977-78, 78-79 VANDALISM AT MDUSD ELEMENTARY SCHOOLS[a]

SCHOOL	NUMBER JOBS		HOURS		BROKEN WINDOWS	
	77-78	78-79	77-78	78-79	77-78	78-79
	15	18	39	50	108	98
	1	5	2	23	10	10
	4	12	18	107	18	23
	19	27	61	95	39	8
	10	13	24	95	17	4
	12	13	63	67	44	29
	2	5	54	22	19	27
	14	14	81	31	17	13
	5	15	30	150	25	10
	8	13	39	83	47	66
	3	6	35	68	35	13
	25	39	64	139	35	17
	24	44	79	274	81	83
	3	3	45	15	31	21
	2	8	4	55	10	16
	14	14	49	69	58	34
	5	18	20	87	58	13
	16	30	98	110	14	14
	5	3	81	6	20	3
	7	10	31	30	75	57
	1	1	2	8	5	3
	7	8	27	53	38	9
	3	16	27	185	64	14
	6	17	13	45	29	2
	2	0	13	0	5	14
	8	28	39	114	39	56
	11	6	28	9	43	10
	6	19	27	73	28	55
	4	5	10	16	14	14
	5	8	22	43	19	19
	11	8	45	22	14	7
	8	3	88	11	31	17
	11	12	39	59	25	25
	6	14	31	79	16	21
	13	17	37	51	20	22
	9	8	45	39	32	38
	2	10	11	78	13	53
	8.2	13.2	38.4	66.5	32.3	25.4

a. Source: Ray Dunn

R&D/bc
9/79

EXHIBIT E

SCHOOL NEEDS SUMMARY

SUMMARY OF SCHOOL CLIMATE PROFILE

SCHOOL =
ROLE GROUP = SITE COUNCIL

* = WHAT IS
\# = WHAT SHOULD BE

FALL 1979

		ALMOST NEVER 1	OCCASSIONALLY 2	FREQUENTLY 3	ALMOST ALWAYS 4	DIFFERENCE IN PERCEIVED AND DESIRED RATINGS
A	**GENERAL CLIMATE FACTORS**					
1	RESPECT/TRUST	I.....I	I	....*....#		0.50
2	HIGH MORALE	I.....I	I	.*....#..I		0.51
3	OPPORTUNITIES FOR INPUT	I.....I	I	...*...#.I		0.43
4	CONTINUOUS ACADEMIC & SOCIAL GROWTH	I.....I	I	...*....#I		0.49
5	COHESIVENESS	I.....I	I	.*....#...I		0.56
6	SCHOOL RENEWAL	I.....I	I	...*...#.I		0.40
7	CARING	I.....I	I	.....*.#.I		0.25
B	**PROGRAM DETERMINANTS**					
1	OPPORTUNITIES FOR ACTIVE LEARNING	I.....I	I	...*....#I		0.49
2	INDIVIDUALIZED PERFORMANCE EXPECTATIO	I.....I	I	..*....#..I		0.49
3	VARIED LEARNING ENVIRONMENTS	I.....I	I	..*....#.I		0.45
4	FLEXIBLE CURRICULUM	I.....I	....*....I	.....#....I		0.88
5	APPROPRIATE SUPPORT TO LEARNER	I.....I	I	.*.....#..I		0.61
6	RULES COOPERATIVELY DETERMINED	I.....I	I	....*..#.I		0.34
7	VARIED REWARD SYSTEMS	I.....I	I	.*.....#I		0.73
C	**PROCESS DETERMINANTS**					
1	PROBLEM SOLVING ABILITY	I.....I	I	.*.....#.I		0.67
2	IMPROVEMENT OF SCHOOL GOALS	I.....I	I	.....*..#.I		0.27
3	IDENTIFYING & WORKING WITH CONFLICT	I.....I	.....*.....I			0.71
4	EFFECTIVE COMMUNICATIONS	I.....I	I	...*....#I		0.54
5	INVOLVEMENT IN DECISION MAKING	I.....I	I	.....*...#I		0.40
D	**MATERIAL DETERMINANTS**					
1	ADEQUATE RESOURCES	I.....I	.....*I	.....#I		1.00
2	SUPPORTIVE LOGISTICAL SYSTEM	I.....I	.....*.....I			0.92
3	SUITABILITY OF SCHOOL PLANT	I.....I	....*....I	.....#		1.46

MEAN PERCEIVED DIFFERENCE = 0.60
NUMBER OF RESPONDENTS = 13

SUMMARY OF SCHOOL CLIMATE PROFILE

SCHOOL =
ROLE GROUP = STUDENTS

* = WHAT IS
\# = WHAT SHOULD BE

FALL 1979

		ALMOST NEVER 1	OCCASSIONALLY 2	FREQUENTLY 3	ALMOST ALWAYS 4	DIFFERENCE IN PERCEIVED AND DESIRED RATINGS
A	**GENERAL CLIMATE FACTORS**					
1	RESPECT/TRUST	I	I	*#I	I	1.06
2	HIGH MORALE	I	I*	I#	I	0.36
3	OPPORTUNITIES FOR INPUT	I	I*	I#	I	0.45
4	CONTINUOUS ACADEMIC & SOCIAL GROWTH	I	I	I*#	I	0.28
5	COHESIVENESS	I	I	#*	I	-0.06
6	SCHOOL RENEWAL	I	I*	I#	I	0.25
7	CARING	I	I	*I#	I	0.68
B	**PROGRAM DETERMINANTS**					
1	OPPORTUNITIES FOR ACTIVE LEARNING	I	I*	I#	I	0.58
2	INDIVIDUALIZED PERFORMANCE EXPECTATIO	I	I	*#	I	0.43
3	VARIED LEARNING ENVIRONMENTS	I	I	I*#	I	0.44
4	FLEXIBLE CURRICULUM	I	I*	I#	I	0.83
5	APPROPRIATE SUPPORT TO LEARNER	I	I*	I#	I	0.45
6	RULES COOPERATIVELY DETERMINED	I	I	*#	I	0.25
7	VARIED REWARD SYSTEMS	I	I	*I#	I	0.72
C	**PROCESS DETERMINANTS**					
1	PROBLEM SOLVING ABILITY	I	I*	I#	I	0.86
2	IMPROVEMENT OF SCHOOL GOALS	I	I*	I#	I	0.52
3	IDENTIFYING & WORKING WITH CONFLICT	I	I*	I#	I	0.78
4	EFFECTIVE COMMUNICATIONS	I	I	I*#	I	0.53
5	INVOLVEMENT IN DECISION MAKING	I	I*	I#	I	0.49
D	**MATERIAL DETERMINANTS**					
1	ADEQUATE RESOURCES	I	I	I*#	I	0.39
2	SUPPORTIVE LOGISTICAL SYSTEM	I	I*	I#	I	0.77
3	SUITABILITY OF SCHOOL PLANT	I	I*	I	I#	1.24

MEAN PERCEIVED DIFFERENCE = 0.56
NUMBER OF RESPONDENTS = 45

SUMMARY OF SCHOOL CLIMATE PROFILE

SCHOOL =
ROLE GROUP = PARENTS

* = WHAT IS
\# = WHAT SHOULD BE

FALL 1979

		ALMOST NEVER 1	OCCASSIONALLY 2	FREQUENTLY 3	ALMOST ALWAYS 4	DIFFERENCE IN PERCEIVED AND DESIRED RATINGS
A	**GENERAL CLIMATE FACTORS**					
1	RESPECT/TRUST	I.....I.....I.*...#.I				0.56
2	HIGH MORALE	I.....I.....I.*...#.I				0.71
3	OPPORTUNITIES FOR INPUT	I.....I.....I.*..#...I				0.37
4	CONTINUOUS ACADEMIC & SOCIAL GROWTH	I.....I.....*.....#.I				0.87
5	COHESIVENESS	I.....I.....I.*...#...I				0.48
6	SCHOOL RENEWAL	I.....I.....*I....#...I				0.69
7	CARING	I.....I.....I...*...#I				0.51
B	**PROGRAM DETERMINANTS**					
1	OPPORTUNITIES FOR ACTIVE LEARNING	I.....I.....I*.....#I				0.81
2	INDIVIDUALIZED PERFORMANCE EXPECTATIO	I.....I.....*.....#.I				0.79
3	VARIED LEARNING ENVIRONMENTS	I.....I.....I*.....#..I				0.68
4	FLEXIBLE CURRICULUM	I.....I....*...I...#...I				0.77
5	APPROPRIATE SUPPORT TO LEARNER	I.....I.....*.....#..I				0.76
6	RULES COOPERATIVELY DETERMINED	I.....I.....I...*...#.I				0.37
7	VARIED REWARD SYSTEMS	I.....I.....*I.....#.I				0.86
C	**PROCESS DETERMINANTS**					
1	PROBLEM SOLVING ABILITY	I.....I.....*.....#.I				0.74
2	IMPROVEMENT OF SCHOOL GOALS	I.....I.....*I....#...I				0.72
3	IDENTIFYING & WORKING WITH CONFLICT	I.....I.....*.....#...I				0.60
4	EFFECTIVE COMMUNICATIONS	I.....I.....I..*....#.I				0.51
5	INVOLVEMENT IN DECISION MAKING	I.....I.....*.I....#...I				0.76
D	**MATERIAL DETERMINANTS**					
1	ADEQUATE RESOURCES	I.....I.....*..I.....#I				1.19
2	SUPPORTIVE LOGISTICAL SYSTEM	I.....I.....*.I.....#.I				0.92
3	SUITABILITY OF SCHOOL PLANT	I.....I.....*I.....#.I				0.86

MEAN PERCEIVED DIFFERENCE = 0.71
NUMBER OF RESPONDENTS = 105

SUMMARY OF SCHOOL CLIMATE PROFILE

SCHOOL =
ROLE GROUP = CLASSIFIED STAFF

FALL 1979

* = WHAT IS
\# = WHAT SHOULD BE

		ALMOST NEVER 1	OCCASSIONALLY 2	FREQUENTLY 3	ALMOST ALWAYS 4	DIFFERENCE IN PERCEIVED AND DESIRED RATINGS
A	GENERAL CLIMATE FACTORS					
1	RESPECT/TRUST	I.....I.....I..*..#.I				0.47
2	HIGH MORALE	I.....I.....I..*..#..I				0.36
3	OPPORTUNITIES FOR INPUT	I.....I.....I....*#..I				0.10
4	CONTINUOUS ACADEMIC & SOCIAL GROWTH	I.....I.....I...*...#I				0.46
5	COHESIVENESS	I.....I.....I.*.#....I				0.23
6	SCHOOL RENEWAL	I.....I.....I*....#...I				0.49
7	CARING	I.....I.....I.....*.#I				0.23
B	PROGRAM DETERMINANTS					
1	OPPORTUNITIES FOR ACTIVE LEARNING	I.....I.....I*.....#..I				0.55
2	INDIVIDUALIZED PERFORMANCE EXPECTATIO	I.....I.....I*.....#..I				0.61
3	VARIED LEARNING ENVIRONMENTS	I.....I.....I....*...#I				0.41
4	FLEXIBLE CURRICULUM	I.....I.....*..I.....#...I				0.88
5	APPROPRIATE SUPPORT TO LEARNER	I.....I.....*.....#..I				0.71
6	RULES COOPERATIVELY DETERMINED	I.....I.....I.....*#..I				0.08
7	VARIED REWARD SYSTEMS	I.....I.....I.*.....#.I				0.56
C	PROCESS DETERMINANTS					
1	PROBLEM SOLVING ABILITY	I.....I.....I...*...#.I				0.39
2	IMPROVEMENT OF SCHOOL GOALS	I.....I.....I*#.....I				0.12
3	IDENTIFYING & WORKING WITH CONFLICT	I.....I.....I.*..#....I				0.34
4	EFFECTIVE COMMUNICATIONS	I.....I.....I..*....#.I				0.57
5	INVOLVEMENT IN DECISION MAKING	I.....I.....I..*...#..I				0.33
D	MATERIAL DETERMINANTS					
1	ADEQUATE RESOURCES	I.....I.....*.I.....#.I				0.98
2	SUPPORTIVE LOGISTICAL SYSTEM	I.....I.....*...I.....#.I				1.19
3	SUITABILITY OF SCHOOL PLANT	I.....I.....*...I.....#I				1.30

MEAN PERCEIVED DIFFERENCE = 0.52
NUMBER OF RESPONDENTS = 20

SUMMARY OF SCHOOL CLIMATE PROFILE

SCHOOL =
ROLE GROUP = CERTIFICATED STAFF

FALL 1979

* = WHAT IS
\# = WHAT SHOULD BE

		ALMOST NEVER 1	OCCASSIONALLY 2	FREQUENTLY 3	ALMOST ALWAYS 4	DIFFERENCE IN PERCEIVED AND DESIRED RATINGS
A	**GENERAL CLIMATE FACTORS**					
1	RESPECT/TRUST	I	I	I	*# I	0.19
2	HIGH MORALE	I	I	* I	# I	0.71
3	OPPORTUNITIES FOR INPUT	I	I	I*	# I	0.39
4	CONTINUOUS ACADEMIC & SOCIAL GROWTH	I	I	I*	# I	0.69
5	COHESIVENESS	I	I	* I	# I	0.53
6	SCHOOL RENEWAL	I	I *	I	# I	0.94
7	CARING	I	I	I	* # I	0.38
B	**PROGRAM DETERMINANTS**					
1	OPPORTUNITIES FOR ACTIVE LEARNING	I	I	I *	# I	0.55
2	INDIVIDUALIZED PERFORMANCE EXPECTATIO	I	I	*	# I	0.73
3	VARIED LEARNING ENVIRONMENTS	I	I	I *	# I	0.58
4	FLEXIBLE CURRICULUM	I	*	I #	I	0.92
5	APPROPRIATE SUPPORT TO LEARNER	I	I	*	# I	0.65
6	RULES COOPERATIVELY DETERMINED	I	I	I	* # I	0.24
7	VARIED REWARD SYSTEMS	I	I *	I	# I	1.00
C	**PROCESS DETERMINANTS**					
1	PROBLEM SOLVING ABILITY	I	I *	I #	I	0.80
2	IMPROVEMENT OF SCHOOL GOALS	I	I *	I #	I	0.72
3	IDENTIFYING & WORKING WITH CONFLICT	I	I	I*	# I	0.53
4	EFFECTIVE COMMUNICATIONS	I	I	I*	# I	0.56
5	INVOLVEMENT IN DECISION MAKING	I	I	* I	# I	0.76
D	**MATERIAL DETERMINANTS**					
1	ADEQUATE RESOURCES	I	I *	I	# I	1.41
2	SUPPORTIVE LOGISTICAL SYSTEM	I	I *	I	# I	1.24
3	SUITABILITY OF SCHOOL PLANT	I *	I	I	# I	2.13

MEAN PERCEIVED DIFFERENCE = 0.76
NUMBER OF RESPONDENTS = 26

RESEARCH AND DEVELOPMENT

November 9, 1979

TO:

FROM: Harvey R. Wall, Project Director,

RE: NEEDS IDENTIFICATION

School Climate

Attached are the results for the Fall, 1979, School Climate Survey for five groups: Students, Site Council, Parents, Certificated Staff, and Classified Staff. Differences between "what is" and "what should be" ratings of over 1.00 indicate problem areas, and differences of 0.70 to 1.00 indicate potential problem areas. Below are the Climate Factors with discrepancies over 0.70 by each group:

Students:	Respect/Trust
	Flexible Curriculum
	Varied Reward Systems
	Problem Solving Ability
	Identifying and Working with Conflict
	Adequate Logistical System
	Suitability of School Plant
Site Council:	Flexible Curriculum
	Varied Reward Systems
	Identifying and Working with Conflict
	Material Determinants (all 3 factors)
Parents:	High Morale
	Continuous Academic and Social Growth
	Opportunities for Active Learning
	Flexible Curriculum
	Appropriate Support to Learner
	Varied Reward Systems
	Problem Solving Ability
	Improvement of School Goals
	Involvement in Decision Making
	Material Determinants (all 3 factors)
Certificated Staff:	High Morale
	School Renewal
	Individualized Performance Expectations
	Flexible Curriculum
	Varied Reward Systems
	Problem Solving Ability
	Improvement of School Goals
	Involvement in Decision Making
	Material Resources (all 3 factors)

Classified Staff: Flexible Curriculum
Appropriate Support to Learner
Material Resources (all 3 factors)

Several climate factors are identified by more than one group and should be examined further. These include: Flexible Curriculum, Varied Reward Systems, Problem Solving Ability, and others. The high number of respondents indicates that the data are reliable.

Student Achievement

FOUR-YEAR CTBS STUDENT PERCENTILES FOR GRADES 1, 3 AND 6

	Year			
Grade and Area	76	77	78	79
Grade 1				
Reading	53	52	58	68
Language	60	60	52	68
Math	68	68	73	81
Grade 3				
Reading	49	54	56	61
Language	37	46	45	51
Math	44	51	46	55
Grade 6				
Reading	47	51	50	
Language	41	44	39	
Math	40	46	45	

FOUR-YEAR CAP SCHOOL PERCENTILES FOR GRADES 2, 3 and 6

	Year			
Grade and Area	76	77	78	79
Grade 2				
Reading	53	56	50	*
Grade 3				
Reading	34	42	42	81
Grade 6				
Reading	72	49	42	37
Writing	44	51	48	42
Spelling	49	47	58	52
Math	38	47	44	32

*Discontinued at Grade 2

Sixth grade CAP scores are below the State's comparison bands (based on similar schools) for Reading, Writing, and Spelling. Third grade Reading improved greatly in 1979.

Staff Development

Teachers completed the MDEA/UCB survey during the 1977-78 school year. Their high priority topics in order of interest were:

#52 - Legislation affecting teachers.

8 - Facilitating pupil self-concept and worth.

#45 - Keeping abreast of developments in your own subject matter.

#21 - Diagnosing basic learning difficulties.

#24 - Using methods of classroom discipline at appropriate times.

Recommendations

1. Examine the climate factors with consistent discrepancies for program implications.

2. Investigate the lower achievement pattern in the sixth grade.

3. The MDEA teacher survey identifies several areas of interest.

4. Use IV-C funds to supplement the LAUNCH Program when possible.

HRW/RCN/met
attachments
cc: Ev Watt
Frank Oliver

EXHIBIT F

SCHOOL IMPROVEMENT PLANS

M E M O R A N D U M

September 8, 1978

TO: IV-C School Administrators

FROM: Project Directors

SUBJECT: Application for Funding of School Improvement Projects

In order to receive your IV-C monies for school year, 1978-79, please complete page one and page two. You may want to xerox extra copies of page two so that one need, objective, solution procedures, evaluation, and budget appear on separate pages.

Name of School: _____

Summary Data

Total budget for this application: $ 1500.00

Number of staff participating: 18

Number of students participating: 384 (all)

Cost per staff (divide total budget for this application by number of staff participating): $ 80.33 +

Cost per student (divide total budget for this application by number of students participating): $ 3.90 +

Other categorical monies at school site (special and vocational education, Title I, gifted, etc.):

Amount of entitlement/categorical monies/special projects: $ 26,912.00

Number of staff supported by categorical monies: 1

Number of students included in services: 213

Authorization

_____
Site Administrator

_____
Person Responsible for Implementation

_____
Site Council Representative
(other than school employee)

SCHOOL IMPROVEMENT PLAN

Need	Objective	Solution Procedures		Evaluation	Budget	
		Date of Completion	Activities		Description	Amount
1. Teachers expressed, a need to improve the organization and mechanics of students' written compositions, at staff meeting.	1. By May, 1979, K-6 students will grow in written composition through the implementations of the "Written Composition Objectives" in the Cupertino Union School District Language Arts Continuum, K-8 as demonstrated by teacher's rating of student samples.	May 30, 1979	1.1 The staff will implement the augmented "Written Composition Objectives" from the Cupertino Union School District Language Arts Continuum, K-8. 1.2 Students 1 through 6 will have an opportunity to write daily. 1.3 Student writing samples will be collected in Sept., Dec., Feb., and May.	1.1 Performance will be evaluated by teacher rating of student writing samples. 1.2 Hours of implementation will be obtained from teachers' class schedules.	1.1 Personalized consultant training program to teachers by grade levels. a. consultant time b. substitute teachers release time for teachers	1.1 $200.00 $200.00
2. Because the CTBS Tests language scores at grades 3 and 6 were at the 36%ile on the Nov. 1977 tests, the staff was concerned.	2. By May, 1979, the 3rd and 6th grade language scores will improve to the 46%ile on the CTBS Tests through the implementation of a K-6 basal language textbook series.	May 30, 1979	2.1 The 3rd and 6th grade classes will be administered the CTBS Tests in May, 1979 to evaluate success of the implemented textbook program.	2. Student performance will be measured by May, 1979 CTBS Test results at grades 3 and 6.	2. Personalized consultant training program to teachers by grade levels. a. consultant time b. substitute teachers release time for teachers	2. $200.00 $200.00
3. A significant discrepancy was noted in the area of Varied Learning Environment by the teachers on the Climate Survey. (between perceived and desired conditions)	3. By May, 1979, the K-6 teachers will vary the learning environment in written language (through in-service training) as measured on the Climate Survey.	May 30, 1979	3. Teachers will apply instructional ideas, develop supplemental materials, and use techniques learned from the staff in-services and workshops.	3. Teacher surveys will be used to evaluate in-service training sessions, the continuum, the textbooks, and supplemental materials.	3. Workshop/Consultant time a. materials	3. $250.00 $100.00

SCHOOL IMPROVEMENT PLAN

Need	Objective	Solution Procedures		Evaluation	Budget	
		Date of Completion	Activities		Description	Amount
4. The newly elected School Site Council members expressed a need for learning their School Site Council responsibilities, including role responsibilities and participation skills.	4. By May, 1979, the School Site Council members will express an increased understanding of their role responsibilities and participation skills.	May 30, 1979	4. School Site Council members of will attend workshops, conferences, or in-service training sessions to improve their understanding of role responsibilities and participation skills.	4. Evaluation will include minutes of meetings, attendance and a survey.	4. Conference or workshop attendance a. mileage	4. $335.00 $ 15.00 $1500.00

EXHIBIT G

REQUEST FORM FOR CONFERENCE ATTENDANCE

WORKSHOP EVALUATION FORM/S/

SCHOOL IMPROVEMENT REQUEST APPLICATION

To: Jack Denton, Project Leader

From: _____

Requested By: _____

_____

What: _____

_____

_____

When: _____

_____

_____

Where and With Whom: _____

_____

_____

Cost of Courses: _____

Cost of Transportation: _____

Cost of Materials: _____

As a result of this conference, visitation, or course, I/we will benefit and be helped in this area of school improvement as follows: (Brief paragraph statement)

_____

_____

_____

_____

_____

_____

_____

FOOTHILL INTERMEDIATE

School Improvement Conference
Impact and Evaluation Form

1. Title of conference attended: _____

2. Located and held at: _____

3. Total cost including all expenses: _____

4. Number attended from your discipline (your school only): _____

_____

5. A brief overview (description) of the conference: _____

_____

_____

_____

_____

_____

6. How do you feel this conference has helped and will continue to help you in the classroom the remainder of the year and the 1978-79 school year? (Brief list by points or write in paragraph form.)

_____

_____

_____

_____

_____

_____

7. What specific impact will this educationally serve and carry over into your classroom? (list) _____

_____

_____

_____

_____

_____

_____

8. Approximately how many students could this affect during your class load and day? _____

_____

_____

_____

_____

This year _____

Next year _____

EVALUATION OF PRESCHOOL MANAGEMENT CONFERENCE, 1979

Rate value of each session: 1 = No Help, 3 = Average, 5 = Outstanding

Rating	Session
_____	Reg Murphy: Communication
_____	Media Panel
_____	Clark Brown: Discipline
_____	Cecil Reeves: Burnout

WORKSHOPS: Rate only those attended:

_____	Pam Noli: Staff Development
_____	Ray Choiniere: Leadership Styles
_____	Don Halverson: Meetings
_____	Charles Lavaroni: Enabling Behaviors
_____	Robert DeVries: Time Management
_____	Sherrin Bennett: Climate
_____	James Slezak, et al.: Decision Making
_____	Milton Lambertson, et al.: Management Evaluation
_____	Ken Barden, et al.: District Review Procedures
_____	Dick Merrill: Proficiencies

_____ Rate overall conference planning (1-5). How would you improve planning? What was your reaction to your choice of workshop sessions? _____

_____

_____

_____

Suggest topics for future activities: _____

_____

_____

RESEARCH & DEVELOPMENT
8/16/79

EXHIBIT H

SCHOOL STAFF INTERVIEW: LEVELS OF USE OF AN INNOVATION

LEVELS OF USE OF AN INNOVATION: INTERVIEW QUESTIONS

1. Have you made a decision to implement (the new instructional skills or subject matter content) in your classroom?

   If not, are you seeking further information? What kinds? For what purpose? What plans do you have for using the ( )?

2. What do you see as the strengths and weaknesses of the ( ) at your school?

3. Are you working on improving the weaknesses?

4. Do you share your progress with other staff members? Frequently? What do you focus on? Will you continue to collaborate?

5. What do you see as being the effects of ( )?

6. What feedback from students or evaluation data have you received? How have you used the feedback?

7. Have you made any changes in how you use the ( )? What? Do these changes reflect input from other staff members? Whom will these changes help - staff or students primarily?

8. What plans do you have for ( ) later this year or next year?

LEVELS OF USE OF AN INNOVATION: CATEGORIES

After reviewing the responses of teachers to the interview questions, assign one of these categories to the interview.

LEVEL I: Orientation

The teacher has acquired or is acquiring new instructional skills or subject matter content and has (or is) exploring its value for students and school programming.

LEVEL II: Preparation

The teacher is preparing for first use of the innovation and has established time to begin.

LEVEL III: Mechanical Use

The teacher focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use reflect teacher rather than student needs. Mastery of the use of the innovation is being attempted, evidenced by concerns about management.

LEVEL IVA: Routine Use

Use of the innovation has stabilized. The teacher considers few changes in its ongoing use. Little preparation or thought is given to improving the innovation.

LEVEL IVB: Refinement

The teacher varies the use of the innovation to increase the impact upon students in his classroom. Variations are based on knowledge of impact upon students.

LEVEL V: Integration

The teacher is combining his efforts to use the innovation with related activities of other staff members to enhance a collective impact on students within the larger school setting.

LEVEL VI: Renewal

The teacher reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to further enhance impact upon students, examines new developments in the field of the innovation, and explores new goals for himself and school programming.

EXHIBIT I

YEAR-ROUND PROCESS SUMMARY FORM

CAPSULE SUMMARIES OF SITE ACTIVITES

IV-C-EVALUATION-PROCESS DESCRIPTIONS

For: Site Administrators

During the first funding cycle OPER requested that staff development projects address the following issues. Please give some thought to your replies as the year progresses; valuable experiences can be accumulated.

Several principals from the first year schools maintained a file of pertinent minutes, notices, testimonials, etc. It was easier to convey the site plan with such information. Please begin now to save such information.

Thank you.

PROCESS DESCRIPTIONS

1. How could staff trained in this project disseminate their new skills to other teachers in the district?

2. How was this project monitored by a designated supervisor?

3. How were teachers freed up for training?

4. What products were produced (lessons, training materials, methods)?

5. Describe community involvement (on site councils, as volunteers, liason for community services or education).

PROJECT OUTCOMES

1. Describe changes in staff skills in the areas of

   a. Needs Identification:

   b. Conceptualizing a School Improvement Plan:

   c. Planning Activities:

   d. Evaluating Activities:

2. For each objective list the following features of the evaluation:

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
Testing			
Analysis			
Reporting Data to Supervisor			
Measures			
Dates of Testing/ Collection			

3. List how many personnel participated in each activity (conference, on-site training, planning, etc.) for how long (project through August, 1979).

ACTIVITY	NUMBER OF PERSONNEL	LENGTH (NO. DAYS) OF ACTIVITY
1.		
2.		
3.		
4.		
5.		

1. Hidden Valley Elementary School

Setting: Hidden Valley is a large elementary school (750 students) by Northern California standards. The students' achievement in basic skills prior to this project averaged at the 55th prcentile. The principal and school staff have shown a vigorous commitment to professional development, as evidenced by their long-standing participation in professional organizations. Hidden Valley was one of the five pilot schools in this project and had received no other special/categorical/entitlement funding.

Goals: Three goals drove this site project: increasing school/community interaction, enhancing the desirability of staff development, and improving performance on achievement in the basic skills. The staff began to use data-based management so that each staff development activity was followed up by written evaluations, classroom products, written task analyses, and display of activities in the school office for viewing by all participants. As outcome measures, climate data, attendance records, and test scores were scrutinized. Finally, the principal directly applied her district leadership training to the implementation of this school improvement plan.

Strategies: The Site Council both supported and participated directly in school improvement. During the first year, Site Council members evaluated the use of room parents, media for communicating with parents, and revisions of information in pupil reports. It conducted its own survey to determine community needs so that the school could be used as a center for more community activities, and, then, held a Saturday workshop to plan a series of classes for the community. During the project, the Site Council was represented at four days of intensive leadership training. They joined the staff in a visit to Sacramento to investigate an AB 551 project.

The Site Council participated in two major renewal activities. They accompanied the staff to a PPDIC for four days of training in Madeline Hunter's techniques. A nine-week, mini-series, "Aide-ing in Education," taught by Hidden Valley teachers, was attended by 143 community members. They rated the mini-series very highly. Altogether, the level of involvement by parents in Hidden Valley activities reached almost 1,500 hours, surely a pace-setting record.

The desirability of staff development was enhanced by several strategies. First, teachers were encouraged to reach beyond the school and district for professional renewal. For instance, 10 teachers visited the professional development center in nearby Vallejo, one teacher represented the staff at a regional conference of teacher centers, and several received training via ACSA in budgeting for school improvement. Moreover, the staff, like the Site Council, began to perceive themselves as "leaders" and to formulate a definition of "staff development." Secondly, tangible benefits to students were produced; one teacher designed 80 instructional games for schoolwide use in learning centers. Thirdly, the principal and staff developed a peer and supervisorial classroom observation procedure so that review of the implementation of training, such as Madeline Hunter's techniques, could occur. Finally, the principal and school staff clarified the boundaries of decision making by fashioning the district decision-making matrix, developed by the superintendent, into a school decision-making matrix. This effort was well-received by the teachers at Hidden Valley and exported to five other project schools. The rate of volunteerism by teachers in these activities rose 70% during the project.

Improving performance in the basic skills was accomplished systematically. First, a two-step procedure was outlined. Twenty-five

teachers attended 591 hours of workshops in basic skills and specialist areas, such as reluctant learners, school readiness, learning disabilities, and test evaluation. While new curriculum content was acquired, instructional strategies via Madeline Hunter, were strengthened. Staff planning time and feedback sessions were made available so that new knowledge and skills were shared and targeted to one focus. Then, the staff was divided into five task teams to prepare definitive, written plans. The task analyses took 275 hours and was carefully executed. Finally, the solution procedures were implemented. Improving test scores, for instance, involved an item by item comparison of CTBS skills with skills in the tests at Hidden Valley. Discrepancies were noted and recommendations for supplementary material were made.

Overall, these strategies suggest several valuable guides. First, school improvement will be deepened when activities are carefully orchestrated and all potential participants are included. Secondly, Site Councils can bridge the needs of community and professional constituencies when they are directly trained in leadership and instructional skills. Thirdly, teachers learn to take responsibility for their own development when they are appraised of outside resources and boundaries of their own domain. Finally, the production of observable benefits to the students provided immediate feedback about the worth of and time for these efforts.

EXHIBIT J

CURRICULUM REVIEW CHECKLIST

MT. DIABLO UNIFIED SCHOOL DISTRICT

Evaluation Form For Science Instructional Materials, 1979

Rating Scale: 3 = very strong 2 = adequate 1 = minimal 0 = poor
N/A = not applicable

Title of Series: _____ Publisher: _____

Grade levels of materials examined: _____

Content Validity

I. How well do the materials relate to the major goals and objectives of science instruction?

Attitudes: Are the materials supportive of a science program that seeks to help children?

_____ be curious and express their curiousit·?
_____ be aware of beauty and orderliness in the environment?
_____ appreciate and respect all living things?
_____ take an active role in solving problems related to science and technology, such as energy and environment?
_____ understand that science does not have all the answers?
_____ be honest and objective in reporting their results?
_____ be willing to question ideas and have their ideas questioned?
_____ appreciate and value contributions to science of men and women of many races, ages, cultural groups, etc.?

Rational and Creative Thinking Processes: Do the materials provide opportunities for children to

_____ generate data by observing (using all senses), recalling, recognizing, identifying, counting and measuring?
_____ organize data by comparing, ordering, classifying and relating?
_____ evaluate and seek to explain data by hypothesizing, predicting, inferring, generalizing and theorizing?
_____ use the data-generating and theory-building processes in a cyclic manner to solve problems and define new problems?

Manipulative and Communicative Skills: Do the materials provide opportunities for children to

_____ use laboratory apparatus, tools and materials, with due attention to safety?
_____ care for and handle living organisms properly?
_____ obtain needed information from a variety of sources?
_____ record observations and organize data into tables, graphs, etc?
_____ write about and talk about what they observe and what they think and feel about it?
_____ make and use a variety of measurements using the S.I. metric system?
_____ apply appropriate mathematical concepts and skills?

Knowledge: Do the materials

_____ present a reasonable balance of content from physical, life and earth/space sciences?

_____ present accurate content in a reasonable sequence?

_____ provide opportunities to integrate science learning with knowledge and skills from other subject areas?

_____ emphasize concepts that are important to science and to people?

_____ relate science knowledge and processes to human progress and problems of society?

_____ present information about science-related careers?

_____ draw attention to scientific contributions of men and women of various ages, races, nationalities etc?

_____ emphasize the processes by which scientific information is obtained, and the tentative nature of all scientific theories or explanations?

_____ base content, wherever possible on experiences children have had or can readily understand?

Comments on content validity _____

_____

II. Teachability: How practical are the materials for classroom use in MDUSD? Do the student materials

_____ have appropriate reading levels?

_____ make reasonable use of scientific vocabulary?

_____ present concepts in a manner appropriate for students developmental levels?

_____ include activities that are safe and reasonable to carry out in the classroom?

_____ make reasonable demands for equipment and materials?

_____ make reasonable demands for teacher preparation time?

_____ seem to be adaptable to a variety of teaching styles and modes of classroom organization?

_____ provide for some individualization as to activities, interests, rates and styles of learning?

_____ include appropriate supplementary materials, e.g., task cards, ditto masters, laboratory guides, tests etc?

Do the teacher materials

_____ appear to be easily distinguishable from student materials and convenient for use?

_____ correlate well with student materials?

_____ provide practical hints and advice, e.g., techniques, recipes for solutions, sources of materials, references, etc?

_____ include overview/summary for each unit, with goals and objectives?

_____ provide background information?

_____ suggest techniques for assessing student achievement in all goal areas?

_____ emphasize appropriate safety precautions?

_____ suggest teaching strategies, questions and likely responses, etc.

_____ describe appropriate teacher demonstrations?

_____ suggest specific ways of relating science lessons to other areas of the curriculum?

Comments on teachability: _____

_____

_____

_____ Overall rating

_____ Signature

pgu
10/79